Catalog Description: Introduction to systems and processes for collecting, maintaining, and disseminating health related information. Instruction in the delivery and organizational structure to include content of health record, documentation requirements, registries, indices, licensing, regulatory agencies, forms and screens.

Lecture hours = 3, Lab hours = 3

Prerequisites: None

Semester Credit Hours: 4
Lecture Hours per Week: 3
Lab Hours per Week: 3
Contact Hours per Semester: 96

State Approval Code: 5107070000

INSTRUCTIONAL GOALS AND PURPOSES:
To introduce students to traditional record-keeping concepts and concepts related to the paper and electronic health records. The student will also learn the differences associated with record-keeping practices in hospitals, ambulatory care facilities, and long term care facilities.

METHODS OF INSTRUCTION: Lecture, class discussion, reading assignments, laboratory performance, including active learning and writing assignments, and computer-based assignments.

LEARNING OBJECTIVES:
1. Describe the Health Information Management Department functions and purpose
2. Differentiate the various types of health care facilities and their records.
3. Delineate provider documentation responsibilities.
4. Identify patient record documentation requirements.
5. Describe the post discharge processing of patient records.
6. Define and differentiate the numbering and filing systems and describe record storage and circulation.
7. Describe the indexes, registers, and registries maintained by health care facilities.
8. Describe the purpose and sponsor of the major healthcare data sets and databases.
10. Identify the various licensing and regulatory agencies in the healthcare industry.

SPECIFIC COURSE LEARNING OBJECTIVES (including SCANS information):
After studying the material presented in the texts, lecture, laboratory, and other resources, the student should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70%.

1. Describe the Health Information Department
   - Detail services a health information management department performs
   - Discuss differences among licensure, regulations, and accreditation of healthcare facilities
   - Distinguish among accrediting organizations, and identify types of health care facilities accredited by each
     SCANS Basic Skills Ai, Aii, Aiv, Av, Biv, Bv,
     SCANS Workplace Competencies Aiv, Ci, Cii, Ciii, Civ, Di, Ei, Eii

2. Define the Patient Record: Hospital, Physician Office, and Alternative Care Settings
   - Differentiate among various types of patient records
   - Summarize the purpose of the patient record
   - Provide examples of administrative and clinical data
   - Delineate provider documentation responsibilities
   - Summarize the development of the patient record
   - Explain the correct method for correcting documentation
   - Distinguish between manual and electronic record formats
   - Discuss the importance of authentication of records
   - Compare alternative storage methods
     SCANS Basic Skills Ai, Aii, Aiii, Aiv, Av, Bi, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cv,
     SCANS Workplace Competencies Ai, Aiii, Bi, Biii, Ci, Cii, Ciii, Civ, Di, Dii

3. Describe the Content of the Patient Record: Inpatient, Outpatient, Nursing Home and Physician Office
   - Explain general documentation issues that impact all patient records
   - Differentiate between data and information
   - Differentiate among administrative, financial, and clinical data collected on patients
• List the contents of inpatient, outpatient, nursing home and physician office records
• Identify accreditation standards and federal and state laws and regulations that impact patient record content
• Detail forms design and control requirements, including the role of the forms committee

**SCANS Workplace Skills Ai, Bi, Bvi, Ci, Cii, Ciii, Civ,**
**SCANS Basic Skills Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ,**

4. Explain the management of medical record content
   • Explain the three types (quantitative, qualitative, statistical) of health information documentation analyses performed by health information personnel.
   • Differentiate between “retrospective” and “concurrent” review
   • Collect and report data on incomplete records and timeliness of record completion
   • Describe the components of each type of analysis
   • Define terms associated with the management of medical record content
   • Evaluate documentation to support diagnoses, tests, and treatment modalities
   • Describe the characteristics of data quality
   • Develop quality procedures for documentation of patient records

**SCANS Workplace Skills Ai, Bi, Bvi, Ci, Cii, Ciii, Civ,**
**SCANS Basic Skills Ai, Aii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ,**

5. Define Numbering & Filing Systems and Record Storage & Circulation
   • Explain the differences between serial, unit, and serial-unit numbering systems
   • Organize records according to serial, unit, and serial-unit numbering
   • Name and define the two major categories of filing: alphabetic and numeric
   • Organize records according to alphabetic and numeric filing systems
   • Cite advantages and disadvantages in the use of alphabetic and numeric filing systems
   • Explain the rules for straight numerical, terminal digit, and middle-digit filing
   • Arrange records in alphabetic, straight numerical, terminal digit, and middle-digit filing
   • Compare the types of filing equipment used to store file folders
   • Calculate record storage needs
   • Discuss the components of a file folder including color-coding, fastener position, preprinted material, and scoring and reinforcement
   • List and define the types of controls used in filing systems
6. Describe the Indexes, Registers, and Health Data Collection
   - Define key terms
   - Describe the purpose and sponsor of the following healthcare data sets and databases.
     - Uniform Hospital Discharge Data Set
     - Uniform Ambulatory Care Data Set
     - Minimum Data Set for Long-Term Care and Resident Assessment Protocols
   - Identify indexes, registers, and registries maintained by health care facilities and state and federal agencies
   - Explain the uses of indexes, registers, and registries
   - Determine case abstracting requirements for patient records
   - Discuss the characteristics of health data collection

   **METHODS OF EVALUATION:** Written and/or computer-delivered examinations including recognition and recall as well as analysis and discrimination; professionalism, attendance and participation in laboratory exercises. Numbers correspond to objectives above.

   1. Grade of 70 or above on multiple choice written examination.
   2. Grade of 70 or above on written examination. Grade of 70 or above on appropriate laboratory exercises.
   3. Grade of 70 and above on written examination. Grade of 70 or above on appropriate laboratory exercises including: accurate assembly of a variety of patient records, creation of sample inpatient record, and design of inpatient medical record form.
   4. Grade of 70 and above on written examination. Grade of 70 or above on appropriate laboratory exercises including: quantitative and qualitative analysis of patient records and accurate completion of deficiency forms both written and computer generated.
   5. Grade of 70 and above on written examination. Grade of 70 or above on appropriate laboratory exercises including: accurate arrangement of names in alphabetical order; accurate arrangement
of numbers in straight, terminal and middle digit order; accurate filing of patient records in straight numerical and terminal digit order; creation of sample inpatient record including numbering and coloring coding folder; and accurate relocation of patient records using computer chart locator software.

6. Grade of 70 and above on written examination. Grade of 70 or above on appropriate laboratory exercises including: correct abstraction of patient record for registries and indices, and using tumor registry software.

Attendance Policy
Regular attendance is essential to achievement. The student is expected to attend all meeting of those classes in which the student is enrolled. The class will meet two times each week for a period of 75 minutes each day. The required lab will also meet 75 minutes twice a week. Attendance will be checked and recorded in the instructor’s grade book at each class and lab meeting. If a student is absent more than three days, the instructor may lower the student’s grade a letter with each succeeding absence. If a student is absent more than five days, the student may be dropped from the class. If a student arrives late, she/he will be recorded as tardy. Three tardies will equal one absence. Leaving class early without the instructor’s permission will be recorded as one absence.

The student is responsible for all assignments, even in the event of an absence. Late tests and assignments may result in a lowered grade. Late work is not accepted.

Professionalism
Success in one’s career is almost as dependant on professional behavior as on one’s academic knowledge and abilities. Students are expected to exhibit professional behavior in the classroom and in all activities associated with this course. Professional behavior includes:

- **Attends Class and is Punctual** – The student attends every class period arrives on time for class activities or informs the instructor in a timely manner of unavoidable situations that cause the student to be late of miss class.
- **Dependable** – The student meets assignment deadlines and follows through to completion of responsibilities.
- **Effective interpersonal and team skills** – The student relates well to people, shows respect for others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without alienating others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.
- **Effective communications skills** – The student listens, speaks using correct grammar and without excess fillers, e.g. *um, you know, like.*
• Ethical conduct – The student maintains honesty, integrity, and confidentiality of patient, provider, fellow student and college information.

COURSE GRADES:
Final grade in the course will be an average of total scores achieved during the semester.
• 4 Examinations given over lecture and textbook material 40%
• Evaluation of daily and lab assignments 30%
• Professionalism, attendance and class participation 10%
• Final examination. 20%

Letter grades for the course will be assigned as follows:

A:  90-100
B:  80-89.9
C:  70-79.9
D:  60-69.9
F:  Below 60

Withdrawing from a course is the student’s responsibility. Students who fail to officially withdraw by notifying the Records and Admission office will receive the grade of “F” in the class. Refer to the College Calendar for the official Last Day to withdraw with a “W”.

TEXTBOOKS:
• For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com

Reference Resources:


Documentation for Acute Care, American Health Information Management Association, current edition.


If any student in this class has special classroom or testing needs because of a physical, learning or emotional condition, please contact the ADA Student Coordinator, in Support Services in the Martha Miller Administration Building, telephone 903-693-1123.

OTHER:
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
I. Domain: Health Data Management
   A. Subdomain: Health Data Structure, Content and Standards
      1. Collect and maintain health data (e.g. data elements, data sets and databases).
      2. Conduct analysis to assure that documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status.
      3. Apply policies and procedures to assure the accuracy of health data.
      4. Contribute to the definitions for and apply clinical vocabularies and terminologies used in the organization’s health information systems.
      5. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries and/or databases.
   B. Subdomain: Healthcare Information Requirements and Standards
      1. Monitor and apply organization-wide health record documentation guidelines.
      4. Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards.
      5. Assist in preparing the organization for accreditation, licensing and/or certification surveys.
   C. Subdomain: Clinical Electronic Classification Systems
      7. Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. ICD-10-CM/PCS, SNOMED, etc.)
SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) **Reading:** locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) **Writing:** communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) **Arithmetic and Mathematical Operations:** perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.
      v) **Speaking:** Organize ideas and communicate orally.

   b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) **Creative Thinking:** generate new ideas.
      ii) **Decision Making:** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) **Problem Solving:** recognize problems and devise and implement plan of action.
      iv) **Visualize ("Seeing Things in the Mind's Eye"):** organize and process symbols, pictures, graphs, objects, and other information.
      v) **Knowing How to Learn:** use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) **Reasoning:** discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) **Responsibility:** exert a high level of effort and persevere toward goal attainment.
      ii) **Self-Esteem:** believe in one's own self-worth and maintain a positive view of oneself.
      iii) **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) **Self-Management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) **Integrity and Honesty:** choose ethical courses of action.
2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
   i) **Time:** select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) **Material and Facilities:** Acquire, store, allocate, and use materials or space efficiently.

   Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) **Interpersonal Skills:** A worker must work with others effectively.
   i) **Participate as a Member of a Team:** contribute to group effort.
   ii) **Teach Others New Skills.**
   iii) **Serve Clients/Customers:** work to satisfy customer's expectations.
   iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
   vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

   Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information:** A worker must be able to acquire and use information.
   i) **Acquire and Evaluate Information.**
   ii) **Organize and Maintain Information.**
   iii) **Interpret and Communicate Information.**
   iv) **Use Computers to Process Information.**

   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.
d) **Systems**: A worker must understand complex interrelationships.
i) **Understand Systems**: know how social, organizational, and technological systems work and operate effectively with them.
ii) **Monitor and Correct Performance**: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
iii) **Improve or Design Systems**: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
i) **Select Technology**: choose procedures, tools or equipment including computers and related technologies.
ii) **Apply Technologies to Task**: understand overall intent and proper procedures for setup and operation of equipment.
iii) **Maintain and Troubleshoot Equipment**: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.